U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) [**X**] Elementary [] Middle [] High [] K-12 [] Other
[] Charter [] Title I [] Magnet [] Choice

Name of Principal: Mrs. Genevieve M. Madonna

Official School Name: Greenwich Catholic School

School Mailing Address:
471 North Street
Greenwich, CT 06830-3997

County: Fairfield State School Code Number*: 2105702

Telephone: (203) 869-4000 Fax: (203) 869-3405

Web site/URL: www.greenwichcatholicschool.org E-mail: gmadonna@gcsct.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Margaret Dames

District Name: Diocese of Bridgeport Tel: (203) 416-1374

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mrs. Lisa Maguire

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*
Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.

5. The school has been in existence for five full years, that is, from at least September 2003.

6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

Does not apply to private schools

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

[ ] Urban or large central city
[ ] Suburban school with characteristics typical of an urban area
[X] Suburban
[ ] Small city or town in a rural area
[ ] Rural

4. 19 Number of years the principal has been in her/his position at this school.

0 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	19	29	48	**7**	17	15	32
K	25	19	44	**8**	19	12	31
1	16	23	39	**9**	0	0	0
2	25	14	39	**10**	0	0	0
3	19	25	44	**11**	0	0	0
4	22	21	43	**12**	0	0	0
5	17	19	36	**Other**	0	0	0
6	21	14	35				
		TOTAL STUDENTS IN THE APPLYING SCHOOL					391

6. Racial/ethnic composition of the school:

1	% American Indian or Alaska Native
3	% Asian
1	% Black or African American
7	% Hispanic or Latino
1	% Native Hawaiian or Other Pacific Islander
86	% White
1	% Two or more races
100	**% Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 1 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	2
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	2
(3)	Total of all transferred students [sum of rows (1) and (2)].	4
(4)	Total number of students in the school as of October 1.	410
(5)	Total transferred students in row (3) divided by total students in row (4).	0.010
(6)	Amount in row (5) multiplied by 100.	0.976

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0
Specify languages:

9. Students eligible for free/reduced-priced meals: 1 %

Total number students who qualify: 4

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

Greenwich Catholic School does not participate in the federally supported lunch program; however, based on finacial aid applications and the guidelines for the federal lunch program, the number above is the percentage of children who would qualify if GCS did particpate in the federal lunch program for the 2007-2008 year.

10. Students receiving special education services: 6 %

Total Number of Students Served: 22

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

0	Autism	0	Orthopedic Impairment
0	Deafness	4	Other Health Impaired
0	Deaf-Blindness	15	Specific Learning Disability
0	Emotional Disturbance	3	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	0	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	3	0
Classroom teachers	25	1
Special resource teachers/specialists	7	1
Paraprofessionals	5	0
Support staff	10	3
Total number	50	5

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 **15 :1**

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	98%	98%	98%	98%	98%
Daily teacher attendance	98%	98%	98%	98%	98%
Teacher turnover rate	10%	6%	7%	3%	20%

Please provide all explanations below.

Staff members who left during the 2003-2004 school year did so to raise children, retirement, to care for ill family members, to pursue career opportunities closer to home, or for financial reasons that required them to seek employment at a higher paying public school. Both full time and part time classroom teachers were included in this calculation.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	**100**	%

PART III - SUMMARY

Greenwich Catholic School (GCS), a beacon of learning, faith, and hope, located in the heart of Lower Fairfield County, Connecticut, serves children Pre-K-8. It is an energetic community devoted to providing a holistic, affordable education for its students and strives to integrate the influences of home, church, and school. GCS is a Diocesan school that exists in an area surrounded by numerous and prestigious private and public schools and is accredited by the New England Association of Schools and Colleges. The mission of Greenwich Catholic School is to educate the whole student: mind, body, and spirit in the Catholic tradition. The mission draws together students, parents, faculty, and parishes to sustain its purpose: the spiritual, intellectual, and social growth of the students. The process of Catholic Education begins at home (Domus), continues in school (Scola), and is supported in the parishes (Ecclesia).

GCS is committed to meet students' individual abilities, differences, and learning styles in a challenging, dynamic, and positive environment. A rigorous academic foundation is created for all GCS students. In addition to the traditional core curriculum, students are enriched with technology, foreign language, athletics, and a fine arts program that includes music, art, band, and drama. GCS students have received awards from John Hopkins Talent Search, the National Congressional Youth Leadership Council, People to People, NASA's space programs, and the National Junior Honor Society. GCS graduates excel at the prestigious private and public high schools and colleges, including Harvard, Dartmouth, and Princeton.

Greenwich Catholic School’s facilities include two classrooms per grade, art and music rooms, a library academic media center, a science lab, two computer labs, a gymnasium with indoor and outdoor swimming pools, a lunch room, athletic fields, tennis courts, and a performing arts room. GCS facilities support a rich array of extracurricular activities, which include foreign languages (Japanese and Italian), art, cheerleading, computer, dance, drama, science, student council, National Junior Honor Society, and yearbook. The athletic program includes baseball, basketball, field hockey, lacrosse, soccer, swimming, ice hockey, tennis, and softball.

The parent body at GCS is vibrant, bright, committed, collaborative, and visible. Over 80% of parents are involved in the school. The Home School Association, a parent-run volunteer organization, administers over 20 committees and 6 special events, providing services that enhance the school community through cultural activities, hot lunch programs, community outreach, and an after school child care program. The Home School Association also provides parenting workshops throughout the school year, which have focused on an array of topics, including parents tips to keep a child organized, improving parenting skills, and raising a child in a secular world. The School Advisory Board is comprised of parents, administration, and community representatives who advise the principal and Diocese on strategic planning and on the school’s financial stability.

The majority of the faculty members have advanced degrees. As caring and dedicated teachers, they ensure that the school’s mission is carried out. All of the faculty and staff are enthusiastic partners who share ideas and information they have acquired through professional development. The GCS staff has participated in a multi-faceted professional development program with opportunities facilitated by NASA, the National Science Teacher Association, Heidi Hayes Jacobs, and the GE Foundation’s Summer Institute, which included leading educators Michael Fullan, Spencer Kagan, Pedro Noguera, and several other national education experts. In addition, teachers work collaboratively to ensure focus on learning and results.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

In the spring of each year, Greenwich Catholic School administers the IOWA Test of Basic Skills (ITBS), a nationally-normed series of assessments for reading (comprehension, word analysis, vocabulary, and listening), mathematics (concepts, problem solving, and computation) and writing to students in Kindergarten through Grade 7. As part of the ITBS, science and social studies sub-tests are also given to Grades 5 and 7. In addition, the students in Grades 1, 3, 5 and 7 take the Cognitive Abilities Test (COGAT), which assesses thinking skills.

The assessment results from the ITBS and the COGAT tests allow the school to compare a student's potential with his/her achievement level. These results are used to determine a student's individual strengths and weaknesses and to set student goals that are specific, measurable, attainable, relevant, and timely (aka SMART goals). These goals are used in classroom instruction and to determine an individual student's eligibility for the Title I program in reading and math.

While the highest grade tested is the 7th grade, Kindergarten through Grade 2 have been included in the assessment testing since 2002 (with the exception of 2003-2004). The school began testing students in these grades to have a better understanding, on a school-wide basis, of the instructional strengths and weaknesses, and to compare with classroom outcomes.

For the last 5 years, 7th grade scores in reading and mathematics have met or exceeded the school's mean scale score at the 90th percentile (as defined by the Council for American Private Education) 90% of the time. For grades 2 and 3, ITBS results for math indicate an 85th percentile score for grade 2 and a 77th percentile score for grade 3 students. The results have exceeded the school's mean scale score for the 90th percentile. In 2007-2008 grades 3-7 have exceeded the school's mean scale for the 90th percentile of the ITBS.

While these results are impressive, it was also apparent from our analysis of the assessment results that math computation was a school-wide deficiency. Initiatives have been implemented to improve these scores, which included hiring a math coach who worked with teachers on SMART goals. Additionally, school wide portfolios have been created for the purpose of remediation and acceleration. Teachers have also participated in ongoing professional development and the effective use of formative and summative assessment in order to monitor student learning. A few of the staff, along with the Diocese, attended professional development training by Rick Stiggins. Teachers have continued to work with the superintendent's staff, creating new ways for students to assess their own learning in an effort to achieve greater student accountability. The school has also conducted longitudinal studies of individual students over a 3 to 4 year period. These studies emphasize progression in learning, and the correction of individual skills has been guiding the math and language arts teachers in their instruction.

2. **Using Assessment Results:**

Upon receipt of the ITBS and COGAT scores, the administrators and teachers review scores to assess school-wide strengths and weaknesses and these scores are compared with student's classroom performance. The assessment process is led by the principal and assistant principal, who review not only the ITBS test scores, but also each student's progress reports throughout the year. This allows understanding of individual academic performance and fosters the development of the whole child. These test scores are also used to evaluate the effectiveness of textbooks and other instructional materials.

The test results for students are sent to parents with an explanatory cover sheet. Teachers then develop and implement an action plan to enhance current instruction strategies. As part of this effort, all students are required to complete summer packets in math and language arts. These packets consist of assignments to reinforce skills that students mastered during the year.

ITBS and COGAT scores are also utilized by Administration and the Curriculum Coordinators to plan curriculum goals for the upcoming academic year. Faculty members analyze individual tests results in order to identify a student's strengths and/or weaknesses and then develop a plan to ensure that each student is performing to his/her potential.

GCS has established professional collaborative learning communities where teachers are teamed K-2, 3-5, and 6-8. These communities establish action plans to meet the needs of the individual student and the class as a whole. Throughout the school year, learning communities meet on a regular basis to assess progress of these action plans. Additionally, lessons and instruction are continually adapted based on data gathered from both formal and informal classroom assessments to ensure that all students are meeting the curriculum standards.

Finally, vertical articulation in weekly faculty meetings facilitates collegiate discussions in all grade levels to ensure that there are no gaps in the curriculum and to ensure that students are meeting curriculum benchmarks.

3. **Communicating Assessment Results:**

Communicating clearly and effectively, teacher generated or nationally recognized standardized testing is a key component to students' success at GCS. The ITBS results are a motivational tool for both parents and students, and an instructional tool for faculty. The appreciation of students' needs and their aim for success and improvement empowers all educational choices.

Teachers communicate students' abilities to parents through weekly folders, formative and summative assessments, math and language arts portfolios, quarterly report cards, and notices of concern (if required) sent mid-way through the marking period. Report card conferences are held twice each year, in the fall and spring. Parents and teachers communicate when necessary by e-mail, telephone, notes, or behavior forms. Other areas of communication include the school web site to access information about curriculum and homework.

Data teams and faculty and curriculum meetings are forums where progress of individual needs and classroom initiatives are discussed and different teacher strategies are explored. A Teacher Assistant Team, which consists of faculty, administration, a learning specialist and parent(s), help formulate strategies for students with additional learning needs.

ITBS school-wide results are shared with the Advisory Board at the September Advisory Board Meeting. This assists the administration and the faculty as school wide goals are formulated. Back to School Parent Open House, grade level parent meetings, monthly Home School Association meetings, and the State of the School address are opportunities when the administration explains the standardized test scores and engages parent support as school wide and classroom action plans are formulated.

4. **Sharing Success:**

GCS is a part of the Diocese of Bridgeport, which educates approximately 11,000 students throughout Fairfield County. GCS is also a part of the Fairchester Independent School Association, which consists of 40 schools in Westchester County, New York, and Fairfield County. Through these associations, GCS shares its success.

Faculty and administrative staff regularly attend Diocesan meetings for cross-sharing and actively participate in professional development opportunities. Through these Diocesan wide meetings, teachers in all 39 Catholic schools are provided with the best practices and innovations in teaching and learning. They work together to enrich and modify the curriculum in order to build a community of learners. (GCS has hosted professional development events with the Diocese of Bridgeport schools on data driven decision-making.) GCS faculty and administration have also participated in conferences with NASA, National Science Teacher Association, and the GE Foundation's education conference that brought such global education experts as Michael Fullan and Peter Block. These conferences gave GCS a unique opportunity to share its best practices nationwide with schools from Stamford, CT; New York City, NY; Cincinnati, OH; Erie, PA; Jefferson County, KY; and South Chicago, IL.

GCS's successes are reported to the community through the local newspaper, radio, and television. Community members may also learn of school achievements from the school's interactive website.

Students share with the community by participating in community sponsored events and academic competitions where they regularly receive recognition for their accomplishments. These include the annual Daughters of the American Revolution (DAR) essay contest, John Hopkins University Center for Talented Youth exams, National Congressional Youth Leadership Council, People to People, NASA space programs, National Junior Honor Society, and Arts on the Avenue. Students also complete 8 hours of community service each year to enhance their civic responsibility.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

GCS's curriculum, approved by the New England Association of Schools and Colleges (NEASC), is based on State of Connecticut and teacher-formulated specific curriculum maps, using essential questions, SMART goals (which are specific, measurable, attainable, relevant, and timely) and individualized instruction. Through a combination of differentiated instruction and formative and summative assessment, GCS strives to create self-directed learners who acquire the skills to interpret and analyze academic material.

The goal of the mathematics program is for students to become skillful problem solvers through differentiated instruction, which includes technology and manipulatives. An experienced math coach is part of the faculty who works with both teachers and students to identify additional teaching and mastery strategies and in reviewing students' portfolios.

The language arts/reading curriculum, supported by a language arts teacher in Grades K-8, creatively immerses students in areas of phonics, spelling, writing, grammar, usage, and oral presentation. Through small-group guided instruction, interpretation, analysis, and appreciation for the written word, students are inspired to become life-long readers and learners.

The science and health curriculum includes research and laboratory experimentation in life, physical, and earth science. Using technology and cooperative groups, students' scientific conclusions foster critical thinkers and explorers. Students participate in science fairs and field trips, which include the Yale Science Bowl, Yale New Haven Peabody Museum, and the American Museum of Natural History.

The goal of the social studies and geography curriculum includes comprehensive historical data, in-depth analysis of content, and hands-on experiences to instill a fundamental understanding of the rights, responsibilities, and opportunities of living in a democracy. The school’s mission is integrated into social studies through teaching of tolerance, cultural diversity, becoming productive citizens, and contributing to one’s community.

Religion, grounded in the Catholic tradition, follows the Diocesan Pastoral Plan and mirrors the mission of the school as an environment that reflects the love of Christ. Religion is taught daily in Pre-K – 8 and focuses on values and moral character, which is enhanced by daily prayer, the monthly celebration of the liturgy, and a supporting sacramental preparation for First Holy Communion and Confirmation.

The foreign language curriculum in Grades Pre-K -5 includes Spanish enrichment once a week. In Grades 6-8, all students are required to take a three-year sequence of either French or Spanish. Lessons are given four times a week in 40 minutes periods each day. The program is enhanced by the study of the cultures from which these languages are spoken.

The integration of art and music into the various disciplines is a key component of the GCS curriculum. Full-time art and music teachers support the academic initiatives. Throughout the year, students participate in student art shows, band, chorus, and cultural events. GCS students participate at SUNY College, Neuberger Museum, and annual events, which include a Christmas Pageant, Spring Concert, and a Drama and Choral Recital.

Physical education is taught in Grades Pre-K-8 at least once per week. Grades 5-8 participate in an intramural program and in the National and Presidential Physical Fitness Challenge. At least 75% of the students in Grades 5-8 at GCS participate in twenty interscholastic sports in the Fairchester Athletic Association, which is comprised of 40 schools.

Weekly computer classes are held in one of two state-of-the-art computer labs. Students learn keyboarding, computer skills, research skills, internet navigation, and use of software. Classroom computers, Smart Boards, and digital and video cameras are used to facilitate learning and are an integral part of academic instruction.

The After School Program is an elective option for students in Grades K-8. Faculty and independent professional members provide over 30 extra-curricular seasonal options such as drama, computer, water polo, soccer, creative writing, piano, foreign language, and science discovery.

2a. **(Elementary Schools) Reading:**

The goal of the reading curriculum at Greenwich Catholic School is to ensure that each child will become a competent reader in all academic disciplines with a high level of comprehension, vocabulary development, and writing proficiency. All students are encouraged to become passionate readers, to foster an appreciation for various forms of literature, and to articulate ideas clearly using written and oral methodologies. The library media academic center is a central location of support for classroom literacy initiatives through the integration of reading, technology, and research across the curriculum.

To accomplish these goals, the administration and staff selected SRA Open Court Reading, a division of McGraw Hill Company, for grades K-5. The philosophy of the series is based on 40 years of scientific research featuring all of the components necessary to meet the curriculum needs, including phonemic awareness, comprehension proficiency and strategies, inquiry skills, and writing and language arts expertise. The literature selections are varied, purposeful, and engaging to the students. This series meets the technology requirements, as many elements of the program are available on software or on the internet to augment the learning process and skills development. Also, multi-faceted components make it readily adaptable to the variety of skill levels. In addition, this series aids in understanding distinct forms of language, in developing critical thinking skills, and in the process of developing proficient writers. These are the benchmarks for the success of our students.

The sixth, seventh, and eighth grade literature classes use the literature series published by Prentice Hall, which incorporates necessary components to meet the objectives and goals of the literature program. The objectives intend to develop and refine skills, analyze and integrate materials, and understand various forms of literature, while students become critical thinkers and proficient writers. The literary genres presented are short stories, novels, non-fiction, drama, poetry, and oral tradition. Vertical articulation is used to ensure continuity and eliminate redundancy.

2b. **(Secondary Schools) English:**

This question is for secondary schools only

3. **Additional Curriculum Area:**

The math curriculum at Greenwich Catholic School has been designed to ensure that all students are able to compete in a global world. The academic focus is on problem solving, computation, estimation, probability, and data. Leveraging teacher-formulated curriculum maps and formative and summative assessments, teachers are able to differentiate their math instruction. Teachers from all grades look at math from a K-12 approach. They understand how each grade feeds into the next. Currently, all students complete pre-algebra

and 77% complete Algebra 1 by the end of the 8th grade. GCS is establishing procedures such as assessments, additional support, and review of curriculum maps to ensure all students complete Algebra 1 by the end of 8th grade.

In order to reach this goal, teachers conduct quarterly assessments to evaluate each child's achievement and to adjust the individual student plan accordingly for each child. The 8th grade teacher also teaches 5th grade math in order to begin students' preparation for middle school math and to assess current class status. A math coach works with the faculty to ensure ongoing professional development in order to improve instructional strategies and content knowledge. The coach also analyzes students' work to assist the students and the teacher.

GCS teachers also integrate technology into their math lessons. In grades K-3, the focus is in the use of manipulatives to solidify concepts and understanding and to improve problem solving and computation. The Diocese and the school support the work in the classroom by providing ongoing math professional development. Students are required to complete a grade level math review packet during the summer. During the school year, if students need additional help, teachers provide tutoring, form study groups, provide peer tutoring, and allow for additional practice opportunities.

4. **Instructional Methods:**

Greenwich Catholic School teachers create a positive learning environment and utilize a variety of instructional strategies. During the staff development days in August, ITBS results are studied and grade-level teachers meet to discuss goals and objectives in order to develop continuum of learning that meet students' needs. Diocesan curriculum maps provide teachers with lesson pacing and assessments, resulting in teachers' integration of Bloom's Taxonomy into their lesson plans. On-going curriculum enhancements support lesson objectives.

Teacher and student focus is sharpened through daily objectives written on the board. Teachers employ differentiated strategies, taking into consideration multiple intelligences of students. (An example of differentiated instruction includes a seventh grade student struggling in the area of writing. To improve organization in writing, graphic organizers were used. This method of differentiated instruction was chosen because the student was a visual learner, and the method appealed to the student's individual learning style. Improvement was observed immediately.) Use of Power Point presentations and Smart Boards enhance instructional outcomes.

Other mechanisms that personalize each student's education and support the individual's journey in becoming a self-directed learner include assessments for understanding and re-teaching for mastery. Also, follow-up student projects, Stanford University online AP classes, and Johns Hopkins University Center for Talented Youth tests challenge all students and provide them with a sense of ownership, giving immediate feedback.

Each week, curriculum coordinators review lesson plans, and each month, lesson plans are reviewed by the administration. Administrators also conduct formal and informal observations of teachers and students in a classroom setting. Discussions among faculty members occur weekly during faculty, grade level, and department meetings to re-evaluate teaching strategies. GCS prides itself in having a support staff that includes a Learning Specialist and a Math Coach.

5. **Professional Development:**

Greenwich Catholic School faculty members are committed to their own journey of learning. Most have Master's Degrees, 6th Year Degrees, or second Master's Degrees. Teachers establish and review personal goals each year, and each faculty member is encouraged to seek ongoing educational opportunities by

attending professional workshops. Provision is made for at least four ½ days of in-house staff development workshops each year and 5 full days supported by the School Advisory Board.

At the beginning of each school year, new teachers are provided experienced peer mentors. Scheduled faculty-led meetings are on a rotating basis and encourage leadership skills and shared decision-making. At scheduled grade level meetings, data is examined in order to assess academic success, and strategies are discussed in order to meet the needs of individual students.

Literacy instructional strategies are the main professional goal this year. Individual student goals are being identified. In addition, GCS math teachers are refining teaching strategies with the support of a math coach. Increasing academic rigors and increased use of technology, particularly Smart Board technology, have been the most recent focus of the faculty. All teachers have received training in the use of Smart Boards, and GCS continually updates technology training for the faculty, particularly as it relates to student and teacher software needs and lesson design.

The Diocese of Bridgeport staff development efforts for principals and faculty provide innovative ideas that are implemented at the school level. Professional development themes from the Diocese have included curriculum mapping, mathematics, differentiated instruction, and technology. GCS staff development is financially supported through a budget line of the school's operating budget and through Title I grants from the State of Connecticut, which provide funds for both on-site facilitators and offsite workshops. Workshops included curriculum mapping, techniques for individualized instruction, data-driven assessment, classroom management, and parent communication.

6. **School Leadership:**

Having a creative, collaborative team of faculty and parents, the principal has established a comprehensive and successful academic and spiritual environment for students, which has resulted in each child's well-being and achievement. GCS follows Diocesan directives for its leadership structure, which consists of a Principal, an Assistant Principal, and a Middle School Administrator. Under the leadership and vision of the principal of 19 years, curriculum coordinators and lead teachers have been added to the team. The principal is also aided by an Advisory Board whose input on finances, marketing, development, and strategic planning is invaluable.

With significant vision in mind, the principal has been the instructional leader of the school, motivating the faculty and staff by developing an environment where the leadership is distributed through the faculty, staff, parents, and student body. The fruits of this process are the 391 students who are thriving both academically and spiritually under that leadership. Upon matriculation, GCS students are prepared to be productive members of the high school of their choosing.

Class size has been reduced and additional faculty have been added to achieve a more effective teacher-student ratio. Weekly faculty meetings and frequent team meetings, along with the incorporation of data teams that focus on data-driven decision making, ensure proper curriculum implementation and continued improvement in teaching strategies.

GCS' holistic approach ensures that all students become life-long learners equipped to adapt to an ever-changing world. The Home School Association, the Advisory Board, and the faculty and the student body assist in creating this environment. The strong academic and religious programs, along with diverse extra-curricular activities, create a solid foundation for each and every child to reach his/her full potential. This effective leadership is evidenced by the fact that 98% of graduating 8th graders are accepted into their first-choice high school.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association: Catholic

2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes **X** No

3. What are the 2007-2008 tuition rates, by grade? (Do not include room, board, or fees.)

$8525	$8525	$8525	$8525	$8525	$8525
K	1st	2nd	3rd	4th	5th
$8825	$8825	$8825	$0	$0	$0
6th	7th	8th	9th	10th	11th
$0	$0				
12th	Other				

4. What is the educational cost per student? $ 12789 (School budget divided by enrollment)

5. What is the average financial aid per student? $ 4640

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
   4 %

7. What percentage of the student body receives scholarship assistance, including tuition reduction?
   12 %

PART VII - ASSESSMENT RESULTS

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Mathematics Grade: 1 Test: Iowa Test of Basic Skills
Edition/Publication Year: 2006 Publisher: Riverside Publishing (Houghton Mifflin)
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
Average Score	75	73	89	75	
Number of students tested	40	47	48	48	
Percent of total students tested	100	100	100	100	
Number of studentds alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. N/A(specify group)					
Average Score	0	0	0	0	
Number of students tested	0	0	0	0	
2. N/A(specify group)					
Average Score	0	0	0	0	
Number of students tested	0	0	0	0	
3. N/A(specify group)					
Average Score	0	0	0	0	
Number of students tested	0	0	0	0	
4. N/A(specify group)					
Average Score	0	0	0	0	
Number of students tested	0	0	0	0	

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE	0	0	0	0	
NATIONAL STANDARD DEVIATION	0	0	0	0	

Notes:

For the academic year 2003-2004, Grade 1 did not participate in the Iowa Test of Basic Skills. It was not required by the Diocese.

Subject: Reading Grade: 1 Test: Iowa Test of Basic Skills
Edition/Publication Year: 2006 Publisher: Riverside Publishing (Houghton Mifflin)
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
Average Score	88	88	91	68	
Number of students tested	40	47	49	47	
Percent of total students tested	100	100	100	100	
Number of studentds alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. N/A(specify group)					
Average Score	0	0	0	0	
Number of students tested	0	0	0	0	
2. N/A(specify group)					
Average Score	0	0	0	0	
Number of students tested	0	0	0	0	
3. N/A(specify group)					
Average Score	0	0	0	0	
Number of students tested	0	0	0	0	
4. N/A(specify group)					
Average Score	0	0	0	0	
Number of students tested	0	0	0	0	

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE	0	0	0	0	
NATIONAL STANDARD DEVIATION	0	0	0	0	

Notes:

For the academic year 2003-2004, Grade 1 did not participate in the Iowa Test of Basic Skills. It was not required by the Diocese.

Subject: Mathematics Grade: 2 Test: Iowa Test of Basic Skills
Edition/Publication Year: 2006 Publisher: Riverside Publishing (Houghton Mifflin)
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
Average Score	85	83	88	81	
Number of students tested	39	49	42	47	
Percent of total students tested	100	100	100	100	
Number of studentds alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. N/A(specify group)					
Average Score	0	0	0	0	
Number of students tested	0	0	0	0	
2. N/A(specify group)					
Average Score	0	0	0	0	
Number of students tested	0	0	0	0	
3. N/A(specify group)					
Average Score	0	0	0	0	
Number of students tested	0	0	0	0	
4. N/A(specify group)					
Average Score	0	0	0	0	
Number of students tested	0	0	0	0	

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE	0	0	0	0	
NATIONAL STANDARD DEVIATION	0	0	0	0	

Notes:

For the academic year 2003-2004, Grade 2 did not participate in the Iowa Test of Basic Skills. It was not required by the Diocese.

Subject: Reading Grade: 2 Test: Iowa Test of Basic Skills
Edition/Publication Year: 2006 Publisher: Riverside Publishing (Houghton Mifflin)
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
Average Score	85	86	95	78	
Number of students tested	39	49	42	47	
Percent of total students tested	100	100	100	100	
Number of studentds alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. N/A(specify group)					
Average Score	0	0	0	0	
Number of students tested	0	0	0	0	
2. n?A(specify group)					
Average Score	0	0	0	0	
Number of students tested	0	0	0	0	
3. N/A(specify group)					
Average Score	0	0	0	0	
Number of students tested	0	0	0	0	
4. N/A(specify group)					
Average Score	0	0	0	0	
Number of students tested	0	0	0	0	

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE	0	0	0	0	
NATIONAL STANDARD DEVIATION	0	0	0	0	

Notes:

For the academic year 2003-2004, Grade 2 did not participate in the Iowa Test of Basic Skills. It was not required by the Diocese.

Subject: Mathematics Grade: 3 Test: Iowa Test of Basic Skills
Edition/Publication Year: 2006 Publisher: Riverside Publishing (Houghton Mifflin)
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Sep	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	77	70	77	76	68
Number of students tested	43	44	45	43	46
Percent of total students tested	100	100	100	100	100
Number of studentds alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. N/A(specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. N/A(specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. N/A(specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. N/A(specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE	0	0	0	0	0
NATIONAL STANDARD DEVIATION	0	0	0	0	0

Notes:

Subject: Reading Grade: 3 Test: Iowa Test of Basic Skills
Edition/Publication Year: 2006 Publisher: Riverside Publishing (Houghton Mifflin)
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	76	70	72	78	72
Number of students tested	43	44	45	43	46
Percent of total students tested	100	100	100	100	100
Number of studentds alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. N/A(specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. N/A(specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. N/A(specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. N/A(specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE	0	0	0	0	0
NATIONAL STANDARD DEVIATION	0	0	0	0	0

Notes:

Subject: Mathematics Grade: 4 Test: Iowa Test of Basic Skills
Edition/Publication Year: 2006 Publisher: Riverside Publishing (Houghton Mifflin)
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	82	82	82	81	78
Number of students tested	39	47	44	47	47
Percent of total students tested	100	100	100	100	100
Number of studentds alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. N/A(specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. N/A(specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. N/A(specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. N/A(specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE	0	0	0	0	0
NATIONAL STANDARD DEVIATION	0	0	0	0	0

Notes:

Subject: Reading Grade: 4 Test: Iowa Test of Basic Skills
Edition/Publication Year: 2006 Publisher: Riverside Publishing (Houghton Mifflin)
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	76	77	79	81	77
Number of students tested	39	47	44	47	47
Percent of total students tested	100	100	100	100	100
Number of studentds alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. N/A(specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. N/A(specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. N/A(specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. N/A(specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE	0	0	0	0	0
NATIONAL STANDARD DEVIATION	0	0	0	0	0

Notes:

Subject: Mathematics Grade: 5 Test: Iowa Test of Basic Skills
Edition/Publication Year: 2006 Publisher: Riverside Publishing (Houghton Mifflin)
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	83	85	72	85	79
Number of students tested	39	38	45	44	46
Percent of total students tested	100	100	100	100	100
Number of studentds alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. N/A(specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. N/A(specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. N/A(specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. N/A(specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE	0	0	0	0	0
NATIONAL STANDARD DEVIATION	0	0	0	0	0

Notes:

Subject: Reading Grade: 5 Test: Iowa Test of Basic Skills
Edition/Publication Year: 2006 Publisher: Riverside Publishing (Houghton Mifflin)
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	84	84	81	82	76
Number of students tested	39	38	45	44	46
Percent of total students tested	100	100	100	100	100
Number of studentds alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. N/A(specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. N/A(specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. N/A(specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. N/A(specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE	0	0	0	0	0
NATIONAL STANDARD DEVIATION	0	0	0	0	0

Notes:

Subject: Mathematics Grade: 6 Test: Iowa Test Of Basic Skills
Edition/Publication Year: 2006 Publisher: Riverside Publishing (Houghton Mifflin)
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	77	73	82	77	74
Number of students tested	34	39	33	41	36
Percent of total students tested	100	100	100	100	100
Number of studentds alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. N/A(specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. N/A(specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. N/A(specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. N/A(specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE	0	0	0	0	0
NATIONAL STANDARD DEVIATION	0	0	0	0	0

Notes:

Subject: Reading Grade: 6 Test: Iowa TEst of Basic Skills
Edition/Publication Year: 2006 Publisher: Riverside Publishing (Houghton Mifflin)
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	75	77	82	75	81
Number of students tested	34	40	35	41	36
Percent of total students tested	100	100	100	100	100
Number of studentds alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. N/A(specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. N/A(specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. N/A(specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. N/A(specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE	0	0	0	0	0
NATIONAL STANDARD DEVIATION	0	0	0	0	0

Notes:

Subject: Mathematics Grade: 7 Test: Iowa Test of Basic Skills
Edition/Publication Year: 2006 Publisher: Riverside Publishing (Houghton Muffin)
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	75	81	76	76	72
Number of students tested	38	38	41	33	39
Percent of total students tested	100	100	100	100	100
Number of studentds alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. NA(specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. NA(specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. NA(specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. NA(specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE	0	0	0	0	0
NATIONAL STANDARD DEVIATION	0	0	0	0	0

Notes:

Subject: Reading Grade: 7 Test: Iowa Tests of Basic Skills
Edition/Publication Year: 2006 Publisher: Riverside Publishing (Houghton Mifflin)
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	77	86	77	81	80
Number of students tested	38	38	41	33	39
Percent of total students tested	100	100	100	100	100
Number of studentds alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. N/A(specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. N/A(specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. N/A(specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. N/A(specify group)					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE	0	0	0	0	0
NATIONAL STANDARD DEVIATION	0	0	0	0	0

Notes:

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